

# Arts Integrated Lesson Seed



**ART FORM:**  
Theatre



**SUBJECT AREA:**  
Reading/English  
Language Arts

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|--|---------------------------|
| Lesson Title:<br><b>Retelling a story through story dramatization</b>    | Grade:<br>K               |
| Contributor, School:<br>Katie Cathcart, Bollman Bridge Elementary School | Time Frame:<br>30 minutes |

## State Curriculum Content Standards, Indicators, Objectives

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| <b>Fine Arts Content Standard(s)</b><br>Theatre<br>1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. | <b>Reading/English Language Arts Content Standard(s)</b><br>1.0 General Reading Processes<br>Topic E: General Reading Comprehension   |
| <b>Fine Arts Content Indicator(s)</b><br>Theatre<br>1.1 Describe ways that theatre depicts themes and stories.  | <b>Reading/English Language Arts Content Indicator(s)</b><br>1.44 Demonstrate understanding of text (after reading).  |
| <b>Fine Arts Content Objective(s)</b><br>Theatre<br>1.1.a Listen to and perform nursery rhymes and finger plays, popular children's books, and other media.   | <b>Reading/English Language Arts Content Objective(s)</b><br>1.4.a Recall and discuss information from text.<br>1.4.c Respond to text by drawing, speaking, dramatizing, or writing.<br>1.4.f Retell a story using text as support. |

### Objective(s) (Connecting the content areas)

Students will dramatize in the correct sequence the story *The Mitten* by Jan Brett using their voices and bodies in order to accurately portray the characters.

### Description of Lesson/Activities

Prior to the lesson the teacher will have read the story *The Mitten* by Jan Brett to the students (this may be an abridged version if the story is too long for the students). While reading the story, the students will predict language the characters might have said as they entered the mitten. They will say their predictions in the voice of the character and, although seated, will demonstrate a physical attribute of the character.

For this lesson, the students will first sequence the story using pictures and word cards. Then they will work in pairs to dramatize the story. They will take on the body and voice of the character as they enter the mitten. The mitten can be a thin piece of fabric placed on the floor or a taped outlined shape of a mitten. Each character

should speak as he/she enters the mitten, and when the bear sneezes, they fly (in slow motion) out of the mitten.

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### **Assessment Strategies**

The students will demonstrate their knowledge of the sequence of the story through retelling the story in the correct order and through the picture/word cards.

A simple checklist can be used to assess if the students have:

- Changed their voices to fit the character.
  - Changed their bodies to fit the character.
  - Cooperated with their partners.
  - Created dialogue that fit the character and the situation.
  - Retold the story in the correct sequence.
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